iGCSE Drama LTP / SOW

YEAR ONE

UNIT / LEARNING	ASSESSMENT (FOR LEARNING) & JOURNAL IDEAS
<u>INTRODUCTION TO DEVISING: WHOLE CLASS DEVISED</u> (Teacher Directed) 5-6 WEEKS – Term 1.1 **UNIT OBJECTIVE: to learn and experiment with imaginative ways of collaborating together in devising original work based on a stimulus** ● To experiment with strategies for responding to stimulus ● To learn and experiment with exercises and strategies of a small range of theatre companies and/or theorists ● To learn techniques for devising theatre that they can draw on in later coursework (Companies & techniques we like to teach devising processes from are usually Frantic Assembly, Viewpoints, Gecko, Complicité) ● To learn to incorporate the ensemble in in supporting a character in major ● To learn to make use of research and existing stories in devising work: how to find and use non-dramatic texts in a dramatic way (and/or verbatim) ● To learn to experiment with and make decisions about structuring a piece (we suggest you make a few scenes/sections and then decide how to put them together and in what order as a class to help students see that you can structure something in many ways) ● To learn about, plan and evaluate lighting, sound, set and costume choices - even if this is very simple ● To develop a piece of work through to performance stage, realising the importance of building in additional rehearsal time and planning ahead (and the importance of every individual in the group ensemble) ● To reflect on and develop skills of problem-solving and communication when collaborating ● Development of journal work and class discussion to begin to use language to articulate responses to drama and personal learning experiences **UNIT OUTCOME: 5-10 minute original performance as a whole class, directed by teacher, and performed to an audience.**	● Ongoing in class and journal work ● Review of own filmed work in progress ● Reflection on practical performance AO2: Devising Original Drama DATE FOR PERFORMANCE: **Potential Journal Questions** Process: ● Explain one process of devising that you enjoyed using and why you thought it was effective. ● Explain how you developed your role. ● If I put you in charge of structuring the piece, how would you structure it and why? Post-performance Reflection ● Evaluate your own performance: how effectively did you use your voice and body to communicate with the audience? ● How effectively did the group perform as an ensemble? What could have been improved? ● If we had another 3 weeks and a budget, how would you improve this piece in terms of development of the drama and the design of the set, costume, lighting, sound?
<u>INTRODUCTION TO REPERTOIRE: GROUP SCRIPTED PERFORMANCE</u> 10-12 WEEKS - Term 1.2 – scripts to be given before half term	**<u>PERFORMANCE COURSEWORK 1</u>** GROUP SCRIPTED SCENES

UNIT OBJECTIVE: to use explorative strategies and investigative work to explore and develop ways of working with a script and staging a scene - possibly to be used as piece of coursework. ● Using research to independently investigate and understand a play text ● Investigation and exploration of characterisation: understanding and interpreting a role from script ● Experimentation with staging and dramatic choices ● Exploration of working from page to stage: identifying and solving problems with this process ● Experimentation with Stanislavski (and any other practitioners') techniques for rehearsal ● Rehearsing a piece to performance level - including understanding the roles and responsibilities of each individual in the group ● Development of journal work and class discussion to begin to use language to articulate responses to drama and personal learning experiences **UNIT OUTCOME: Scripted scene as possible piece of coursework; development of acting skills; development of ability to understand and analyse repertoire.** **If cannot be recorded before Christmas – record 1st / 2nd week back in Term 2**	● Open invitation audience ● Parents invited ● Possible to use as coursework ● Filmed AO1 Knowledge & Understanding of Repertoire AO3 Performance Skills DATE FOR PERFORMANCE: **Potential Journal Questions** Process ● What are three challenges of playing this role and how are you overcoming them? ● What is the most important relationship your character has in this play and why is that a complex relationship? ● Identify three problems you have had in moving from page to stage and explain how you did/will creatively solve these. Post-performance reflection ● If you were directing an actor in playing this role, what three pieces of advice would you give them? ● What were you proud of in terms of your performing skills in this role and what would you like to improve? ● How did you create tension in your scene and how might you develop this further?
<u>GROUP DEVISED PERFORMANCE</u> 10 WEEKS – Term 2 **UNIT OBJECTIVE: to learn and experiment with imaginative ways of collaborating together in devising original work based on a stimulus** ● To experiment with strategies for responding to stimulus ● To identify and a theme and undertake research to develop material ● To begin to devise more independently, using techniques learnt from the class piece ● To create and develop a role/s in response to a theme ● To experiment with and make decisions about structuring a piece ● To experiment with, plan and evaluate lighting, sound, set and costume choices ● To respond to feedback and refine the piece, taking on advice and direction as appropriate ● To develop a piece of work through to performance quality ● To reflect on and develop skills of problem-solving and communication when collaborating	**<u>PERFORMANCE COURSEWORK 2</u>** GROUP DEVISED PIECES ● Open invitation audience ● Parents invited ● Possible to use as coursework ● Filmed AO2 Devising Original Drama AO3 Performance Skills DATE FOR PERFORMANCE: **Potential Journal Questions/Activities** Process ● Create a moodboard / collage for your chosen theme ● Collect three pieces of research on your theme and

• Development of journal work and class discussion to begin to use language to articulate responses to drama and personal learning experiences **UNIT OUTCOME: Scripted scene as possible piece of coursework; development of acting skills; development of ability to understand and analyse repertoire, and performed to an audience.**	annotate them with ideas for how this might be dramatised • Find a way of showing and evaluating at least two different ways of structuring your piece Post-performance reflection • What was the biggest challenge of creating your role and how did you overcome it? • What was the most creative idea your group came up with and how did you make it work? • Evaluate your performance on video. What were the strengths of your performance? How could you improve? • How did you begin and/or end your piece to create impact for the audience? How successful was this?
LEARNING TO WRITE ABOUT DEVISED 2-3 WEEKS Term 2 – revised and examined in Term 3 **UNIT OBJECTIVE: to learn to write about devised drama in a reflective, evaluative, succinct way using evidence and drama terminology** • Recap and develop drama terminology • Learn to understand and respond to the question at hand • Learn to use evidence effectively • Learn to justify responses and develop ideas in appropriate detail • Learn to evaluate work appropriate and effectively • Learn to plan longer answers • Learn to judge the length of answers according to marking • Learn to time manage in exam conditions **UNIT OUTCOME: a written exam to determine current ability and practice writing in timed conditions The exam would be given in term 3.**	**WRITTEN EXAM** SUGGESTED FORMAT • 1hr (25 marks) • 1 X 10 mark question • 1 x 15 mark question Look at the model exams on the Cambridge Learning Support Hub to get a sense of the type of questions they ask. They have model answers too. • DATE FOR EXAM:
MONOLOGUE PERFORMANCE 6-8 WEEKS – Term 3 **UNIT OBJECTIVE: to use explorative strategies and investigative work to explore and develop ways of working with a script and staging a scene - possibly to be used as piece of coursework.**	**PERFORMANCE COURSEWORK 3** MONOLOGUES • Open invitation audience • Parents invited • Possible to use as coursework

- Using research to independently investigate and understand a play text
- Analysing text for practical exploration (table work)
- Understanding and interpreting character from a script
- Using imagination to develop depth and nuance for the character
- Experimentation with staging and dramatic choices
- Exploration of working from page to stage: identifying and solving problems with this process
- Experimentation with Stanislavski (and any other practitioners') techniques for rehearsal
- Developing an individual rehearsal process
- Rehearsing a piece to performance level - without the support of a group
- Development of journal work and class discussion to begin to use language to articulate responses to drama and personal learning experiences

UNIT OUTCOME: individual monologue (3 minutes) performed as a possible piece of coursework; reflection on the process and performance.

- Filmed

AO1 Knowledge + Understanding of Repertoire
AO3 Performance Skills
DATE FOR PERFORMANCE:

Potential Journal Questions
Process

- What are three challenges of playing this role and how are you overcoming them?
- What is the most important relationship your character has in this play and why is that a complex relationship?
- Identify three problems you have had in moving from page to stage and explain how you did/will creatively solve these.
- How are you making use of the performance space and your body in the monologue?
- How are you experimenting with and making decisions about creating emotional range in your monologue?

Post-performance reflection

- How did you create rapport with your audience in this performance - and how might you improve that?
- If you were directing an actor in playing this role, what three pieces of advice would you give them?

What were you proud of in terms of your performing skills in this role and what would you like to improve?

FINAL UNIT

- Review the written paper in readiness for their end of year exam.
- Review coursework so far – give students opportunity to re-record their monologues based on moderation.
- By end of this year – 2 pieces of coursework should be completed.

PERFORMANCE COURSEWORK 3 – second chance recording

WRITTEN EXAM

SUGGESTED FORMAT

- 1hr (25 marks)
- 1 X 10 mark question
- 1 x 15 mark question

YEAR TWO

UNIT / LEARNING	ASSESSMENT (FOR LEARNING) & JOURNAL IDEAS
<u>GROUP DEVISED PERFORMANCE</u> 8-10 WEEKS Term 1.1 **UNIT OBJECTIVE: to learn and experiment with imaginative ways of collaborating together in devising original work based on a stimulus** ● To experiment with strategies for responding to stimulus ● To identify and a theme and undertake research to develop material ● To devise more independently, using techniques learnt from the class piece ● To create and develop a role/s in response to a theme ● To experiment with and make decisions about structuring a piece ● To experiment with, plan and evaluate lighting, sound, set and costume choices ● To respond to feedback and refine the piece, taking on advice and direction as appropriate ● To develop a piece of work through to performance quality ● To reflect on and develop skills of problem-solving and communication when collaborating *Journal work and recording of process is crucial for exam revision material.* **UNIT OUTCOME: 5-10 minute original performance as a whole class, directed by teacher, and performed to an audience.**	**<u>PERFORMANCE COURSEWORK</u>** GROUP DEVISED PIECES ● Open invitation audience ● Parents invited ● Possible to use as coursework ● Filmed AO2 Devising Original Drama AO3 Performance Skills DATE FOR PERFORMANCE: **<u>WRITTEN EXAM</u>** SUGGESTED FORMAT SECTION A PRE-RELEASE 1 (30 marks) ● Up to 8 questions of 2-10 marks each (but make sure there is one 10 mark question so they start practising longer answers) SECTION C (DEVISED) ● 1 X 10 mark question ● 1 x 15 mark question Look at the model exams on the Cambridge Learning Support Hub to get a sense of the type of questions they ask. They have model answers too. We will include a range of mock questions and exam formats in our Pre-release Packs. DATE FOR EXAM:
<u>PLAY STUDY: PRE-RELEASE EXTRACT 1</u> 8-10 WEEKS Term 1.2 / 2.1 **UNIT OBJECTIVE: to learn to experiment with a script to develop ideas for performance and be able to communicate that in timed conditions in written form** ● Learning to read and understand a script (or extract) ● Dividing a script into units to develop detailed notes for understanding and interpretation ● Experimentation with directing and rehearsing scenes from a script ● Exploration of design and learning to make and justify appropriate and imaginative choices: set; costume; lighting; sound ● Development of appropriate terminology for discussing directing, acting and design ● Learning to write about practical exploration and decisions, justifying choices, and using appropriate drama terminology	

UNIT OUTCOME: a written exam to determine current ability and practise writing in timed conditions	
PLAY STUDY: PRE-RELEASE EXTRACT 2 8-10 WEEKS Term 2.1 / 2.2 **UNIT OBJECTIVE: to learn to experiment with a script to develop ideas for performance and be able to communicate that in timed conditions in written form** ● Learning to read and understand a script (or extract) ● Dividing a script into units to develop detailed notes for understanding and interpretation ● Experimentation with directing and rehearsing scenes from a script ● Exploration of design and learning to make and justify appropriate and imaginative choices: set; costume; lighting; sound ● Development of appropriate terminology for discussing directing, acting and design ● Learning to write about practical exploration and decisions, justifying choices, and using appropriate drama terminology **UNIT OUTCOME:** a written exam to determine current ability and practise writing in timed conditions	**WRITTEN EXAM** SUGGESTED FORMAT SECTION A PRE-RELEASE 2 (30 marks) ● Up to 8 questions of 2-10 marks each (but make sure there is one 10 mark question so they start practising longer answers)
REVISING & EXAM TECHNIQUE Remaining time **UNIT OBJECTIVE: to revise and improve writing about drama in a reflective, evaluative, succinct way using evidence and drama terminology** ● Recap and develop drama terminology ● Practise understanding and responding to the question at hand ● Practise using evidence effectively ● Practise justifying responses and developing ideas in appropriate detail ● Practise evaluating work appropriate and effectively ● Plan longer answers for every question you can think of (this makes a big difference to final grades) ● Learn to judge the length of answers according to marking ● Learn to time manage in exam conditions	**FINAL EXAM**

UNIT OUTCOME: EXTREME CONFIDENCE IN THE WRITTEN EXAM	